

Behavior Evaluation Scale - Fifth Edition:Short (BES-5:S)

Stephen B. McCarney
Samm N. House

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The **Behavior Evaluation Scale-Fifth Edition: Short Version (BES-5:S)** was based on the federal definition of serious emotional disturbance in the Education for All Handicapped Children Act of 1975 (PL 94-142), Individuals with Disabilities Education Act Amendments of 1997, and currently the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA).

The **BES-5:S** subscales are

- Learning Problems,
- Interpersonal Difficulties,
- Inappropriate Behavior,
- Unhappiness/Depression, and
- Physical Symptoms/Fears.

The **BES-5:S School Version (BES-5:S SV)** normative data were gathered from 3,571 randomly selected students ages 5 through 18 years old from 19 states. Internal consistency of the **BES-5:S SV** was .97 for the total score. Test-retest reliability yielded a correlation coefficient of .93 for the total score. Content validity was established through the initial development process.

The **BES-5:S Home Version (BES-5:S HV)** normative data were gathered from 3,148 children and youth ages 5 through 18 years old from 19 states. Internal consistency of the **BES-5:S HV** was .96 for the total score. Test-retest reliability yielded a correlation coefficient of .93 for the total score. Content validity was established through the initial development process.

Each item on the **BES-5:S SV** and **HV** is rated using a seven-point scale from (1) NOT PERSONALLY OBSERVED OR IS DEVELOPMENTALLY ADVANCED FOR AGE GROUP to (7) CONTINUOUSLY THROUGHOUT THE DAY. A rater familiar with the child or youth can complete a rating in approximately 20 minutes. Following completion, four types of scores may be obtained: frequency rating for individual items, standard score for each subscale, quotient, and percentile. Plotting the subscale standard scores on the Profile Sheet graph provides a visual comparison of the child's/youth's scores to the norm. Examiners may choose chronological age and/or current grade placement to compare a child or youth to his/her peer group.

The **BES:S Intervention Manual** includes goals, objectives, and intervention strategies for the behaviors on the scale and is designed for the development of the student's IEP, as well as classroom intervention. The **BES-5:S Quick Score** computer program converts raw scores to standard, quotient, and percentile scores.

The **BES-5:S** complete kit consists of **BES-5:S School Version Technical Manual and Rating Forms (25)**, **BES-5:S Home Version Technical Manual and Rating Forms (25)**, **Intervention Strategies Documentation Forms (25)**, **BES:S Pre-Referral Checklists (25)**, **BES:S Intervention Manual**, and the **BES-5:S Quick Score (Download)**.



H A W T H O R N E

Phone: (800) 542-1673 FAX: (800) 442-9509 Web site: www.hawthorne-ed.com

SCHOOL VERSION RATING FORM

Stephen B. McCarney

RATING GUIDELINES

- The student should be rated by educational personnel with primary observational opportunities who work directly with the student during instructional situations.
- The rater should conduct his/her ratings independently, without conferring with others.
- The rater should rely on his/her observation of the student's behavior as it occurs naturally in the educational environment.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 32 as an example, the rater would first read "Have not personally observed taking things that belong to others," then "Less than once a month takes things that belong to others," then "Approximately once a month takes things that belong to others," then "Approximately once a week takes things that belong to others," then "More than once a week takes things that belong to others," then "Daily at various times takes things that belong to others," and finally, "Continuously throughout the day takes things that belong to others."
- It is not necessary to complete the rating of a student in one day. Several days may elapse before the rater is able to complete the scale.
- If the rater has not personally observed the student display the behavior, the rating should be **1**
NOT PERSONALLY OBSERVED OR IS DEVELOPMENTALLY ADVANCED FOR AGE GROUP.
- If the rater has observed the student for more than one month and has observed the student display the behavior one time, the rating should be **2**
LESS THAN ONCE A MONTH.
- If the behavior has been displayed several times over more than one month with a frequency average of once a month, the rating should be **3**
APPROXIMATELY ONCE A MONTH.
- If the behavior has been observed more than once a month, even several times per month, up to an average of one time a week but no more than four times per month; the rating should be **4**
APPROXIMATELY ONCE A WEEK.
- If the behavior has been observed more than one time per week, even several times per week, up to one time per day; the rating should be **5**
MORE THAN ONCE A WEEK.
- If the behavior has been observed more than one time a day, up to one time per hour; the rating should be **6**
DAILY AT VARIOUS TIMES.
- If the behavior has been observed more than once an hour and included high-frequency behavior which may be difficult to accurately count, the rating should be **7**
CONTINUOUSLY THROUGHOUT THE DAY.

IMPORTANT *** PLEASE NOTE: *** IMPORTANT

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**TO RATER: Rate each item using the quantifiers (1-7) provided.
Every item must be rated. Do not leave any boxes blank.**

NOT PERSONALLY
OBSERVED OR IS
DEVELOPMENTALLY
ADVANCED FOR AGE
GROUP

LESS THAN
ONCE A
MONTH

APPROXIMATELY
ONCE A
MONTH

APPROXIMATELY
ONCE A
WEEK

MORE THAN
ONCE A
WEEK

DAILY AT
VARIOUS
TIMES

CONTINUOUSLY
THROUGHOUT
THE DAY

1

2

3

4

5

6

7

SUBSCALE 1

- 4 1. Fails classroom tests or quizzes
- 4 2. Performs daily academic tasks or homework at a failing level
- 5 3. Does not follow directions, written or verbal, related to academic tasks
- 6 4. Has difficulty organizing or appropriately using necessary work materials (e.g., paper, pencil, books)
- 4 5. Refuses or fails to complete class assignments or homework
- 3 6. Performs school work in a careless manner (e.g., illegible handwriting)

- 7 14. Avoids interaction with other students or teachers
- 7 15. Makes derogatory comments or inappropriate gestures to other students or teachers
- 7 16. Demonstrates inappropriate physical or verbal responses to other students' or teachers' attempts to interact
- 7 17. Refuses to praise other students

6 7. Demonstrates in beginning

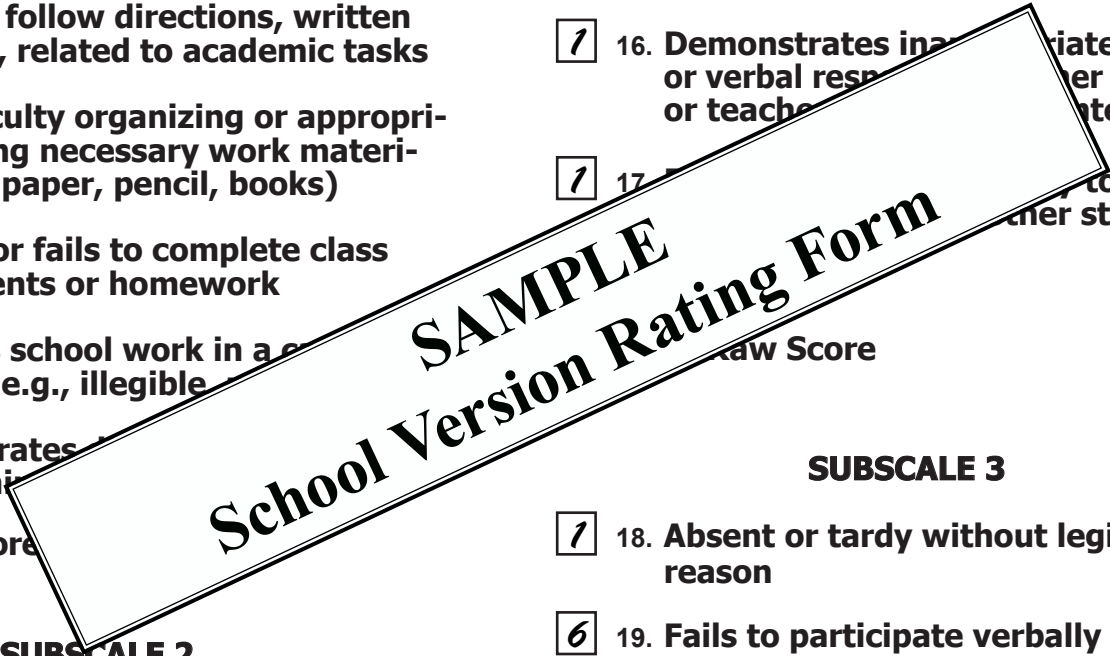
32 Raw Score

SUBSCALE 2

- 7 8. Verbally or physically threatens other students or teachers
- 7 9. Tries to interact with other students but is not accepted by them due to his/her behavior
- 7 10. Refuses to share or allow others to participate
- 7 11. Physically hurts other students or teachers
- 7 12. Seeks excessive physical attention from others
- 4 13. Responds inappropriately to constructive criticism or comments from others

SUBSCALE 3

- 7 18. Absent or tardy without legitimate reason
- 6 19. Fails to participate verbally or physically in group situations
- 7 20. Demonstrates sudden or dramatic mood changes
- 7 21. Engages in inappropriate sexually related behaviors
- 7 22. Demonstrates behaviors not related to immediate situations (e.g., laughs or cries without reason)
- 7 23. Blames other persons or materials for own failure or difficulty
- 7 24. Does not obey teachers' directives or classroom rules
- 7 25. Deliberately makes false statements
- 7 26. Makes inappropriate noises



- 1 27. Fails to consider or disregards consequences of own behavior
- 1 28. Acts impulsively without apparent self-control
- 1 29. Must have immediate rewards or gratification
- 6 30. Exhibits off-task behaviors (e.g., stares away from task, does not make eye contact, remains on task for only brief periods of time)
- 1 31. Continues to engage in a behavior when it is no longer appropriate (i.e., fails to adapt or modify behavior to different situations)
- 1 32. Takes things that belong to others
- 1 33. Destroys property (e.g., books, lockers, etc.)
- 1 34. Talks at inappropriate times or makes irrelevant comments
- 1 35. Uses obscene or profane language
- 1 36. Is preoccupied (as demonstrated by words or pictures) with thoughts of alcohol or possession of alcohol

29 Raw Score

SUBSCALE 4

- 5 37. Demonstrates facial expression of sadness or displeasure (e.g., frowning)
- 4 38. Exhibits unwarranted self-blame or self-criticism (e.g., expresses feelings of guilt, blames self for things he/she could not control, etc.)
- 4 39. Indicates that he/she is not happy through physical expression (e.g., temper tantrums, etc.)
- 1 40. Cries in response to personal or school situations
- 5 41. Fails to demonstrate a sense of humor when appropriate (e.g., smiling or laughing)

- 1 42. Indicates that he/she is not happy through verbal expression (e.g., talks about being unhappy, yells, complains, etc.)
- 7 43. Fails to participate in or demonstrate an interest in special events or interesting activities

27 Raw Score

SUBSCALE 5

- 4 44. Exhibits physical problems related to eating (e.g., extreme weight loss or gain, eats non-food items, etc.)
- 1 45. Engages in self-harm or destructive behavior (e.g., hits, scratches, bites self)
- 5 46. Exhibits extreme fears (e.g., fears of abandonment, fears of separation, fears of personal experiences)
- 1 47. Draws pictures that reflect fears or concerns about school, home, or personal situations
- 1 49. Fails to concentrate, eat, or sleep because of personal or school experiences
- 3 50. Expresses fears or concerns in writing (e.g., notes, letters, written assignments, etc.)
- 1 51. Engages in excessive or unnecessary body movements (e.g., rocking motions, running)
- 1 52. Engages in self-stimulating behavior (e.g., hair twisting, nail biting, twirling objects, etc.)
- 1 53. Complains of physical discomfort (e.g., headaches, stomachaches, minor injuries)
- 3 54. Demonstrates involuntary physical reactions (e.g., shaking, twitching, fainting, etc.) in response to personal or school experiences

22 Raw Score

SCHOOL VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

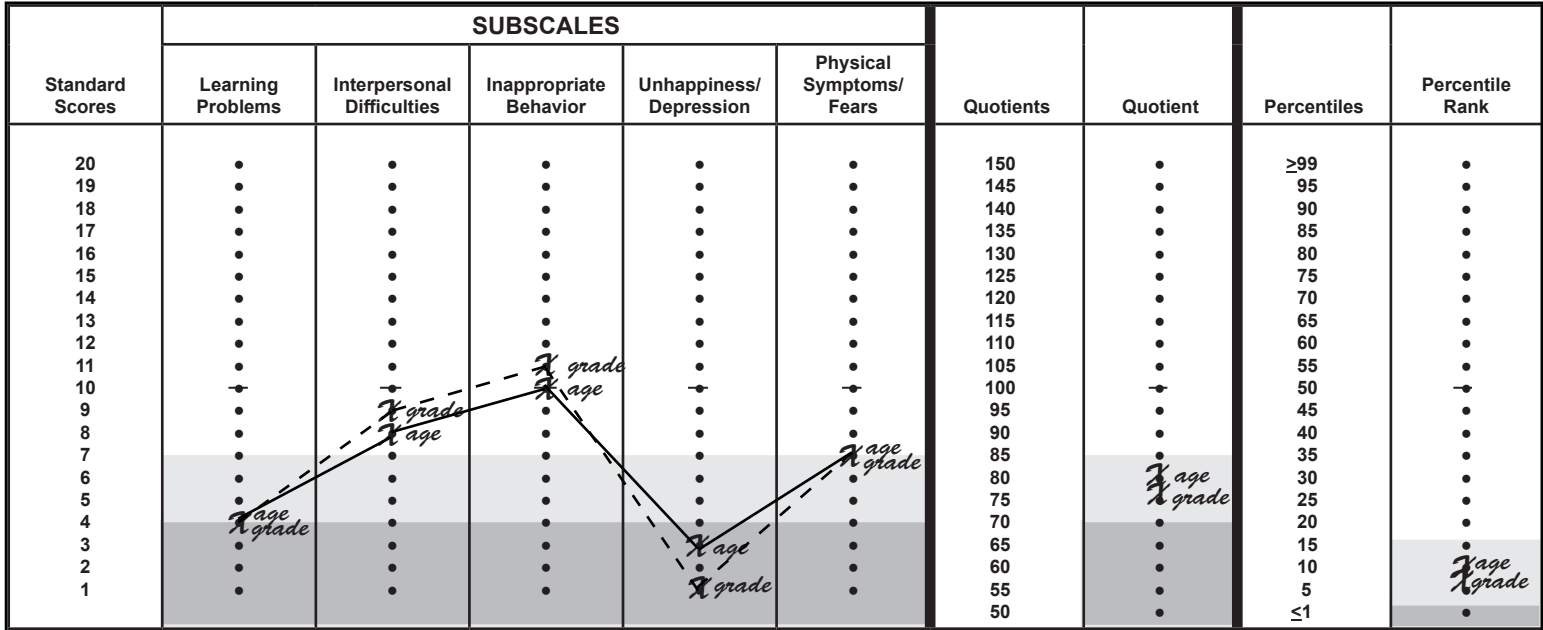
Name of student: Andrea Thomas Gender: F
 School: Midvale Elementary
 Class: all subjects Grade: 5
 City: Midvale State: PA
 Date of rating: 2022 10 4
 (year) (month) (day)
 Date of birth: 2010 5 11
 (year) (month) (day)
 Age at rating: 12 4 23
 (years) (months) (days)
 Rated by (observer's name): M. Jackson

Dates during which observation of student occurred:
 From 8/26/22 To 10/4/22

Amount of time spent with student:
 Per day 6 hours Per week 30 hours

SUMMARY OF SCORES					
Subscales	Raw Score	Standard Score		Standard Score SEM	
		Age (APPX A)	Grade (APPX D)	Age (APPX C)	Grade (APPX F)
1. Learning Problems	32	4	4	1.68	2.12
2. Interpersonal Difficulties	19	8	9	2.27	1.70
3. Inappropriate Behavior	29	10	11	1.73	1.57
4. Unhappiness/Depression	27	3	1	2.37	2.43
5. Physical Symptoms/Fears	22	7	7	2.66	2.01

TOTAL SCORE									
Sum of Subscale SS		Quotient		Percentile		Quotient SEM		Confidence Interval (Chapter 2)	
Age	Grade	Age (APPX B)	Grade (APPX E)	Age (APPX B)	Grade (APPX E)	Age (APPX C)	Grade (APPX F)	Age	Grade
32	32	81	78	10	7	6.24	5.34	99%	99%



Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

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HOME VERSION RATING FORM

Stephen B. McCarney

RATING GUIDELINES

- The child or youth should be rated by persons with primary observational opportunities who interact directly with the child or youth in the home/residential environment.
- The rater should conduct his/her ratings independently without conferring with others.
- The rater should rely on his/her personal observation of the child's or youth's behavior as it occurs naturally in the home environment.
- It is not necessary to complete the rating for a child or youth in one day. Several days may elapse before the observer is able to complete the scale.
- It is recommended that the rater read each quantifier with the item before rating the item. Using item 46 as an example, the rater would first read "Have not personally observed throwing a temper tantrum," then "Less than once a month throws a temper tantrum," then "Approximately once a month throws a temper tantrum," then "Approximately once a week throws a temper tantrum," then "More than once a week throws a temper tantrum," then "Daily at various times throws a temper tantrum," and finally, "Continuously throughout the day throws a temper tantrum."
- If the rater has not personally observed the child/youth display the behavior, the rating should be **1**
**NOT PERSONALLY OBSERVED OR
IS DEVELOPMENTALLY ADVANCED FOR AGE GROUP.**
- If the rater has observed the child/youth for more than one month and has observed the child/youth display the behavior one time, the rating should be **2**
LESS THAN ONCE A MONTH.
- If the behavior has been displayed several times over more than one month with a frequency average of once a month, the rating should be **3**
APPROXIMATELY ONCE A MONTH.
- If the behavior has been observed more than once a month, even several times per month, up to an average of one time a week but no more than four times per month; the rating should be **4**
APPROXIMATELY ONCE A WEEK.
- If the behavior has been observed more than one time per week, even several times per week, up to one time per day; the rating should be **5**
MORE THAN ONCE A WEEK.
- If the behavior has been observed more than one time a day, up to one time per hour; the rating should be **6**
DAILY AT VARIOUS TIMES.
- If the behavior has been observed more than once an hour and included high-frequency behavior which may be difficult to accurately count, the rating should be **7**
CONTINUOUSLY THROUGHOUT THE DAY.

IMPORTANT *** PLEASE NOTE: *** IMPORTANT

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Item #05731

BES:S HV

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H A W T H O R N E

Phone: (800) 542-1673 Fax: (800) 442-9509 Website: www.hawthorne-ed.com

800 Gray Oak Drive, Columbia, MO 65201

**TO RATER: Rate each item using the quantifiers (1-7) provided.
Every item must be rated. Do not leave any boxes blank.**

NOT PERSONALLY
OBSERVED OR IS
DEVELOPMENTALLY
ADVANCED FOR AGE
GROUP

1

LESS THAN
ONCE A
MONTH

2

APPROXIMATELY
ONCE A
MONTH

3

APPROXIMATELY
ONCE A
WEEK

4

MORE THAN
ONCE A
WEEK

5

DAILY AT
VARIOUS
TIMES

6

CONTINUOUSLY
THROUGHOUT
THE DAY

7

SUBSCALE 1

- 5 1. Has difficulty with short-term or long-term memory (e.g., does not remember directions, does not recall information previously learned, etc.)
- 2 2. Requires repeated experiences to learn what others learn easily
- 2 3. Has a short attention span (e.g., does not sit still while a story is being read, does not keep his/her attention on homework assignments, is easily distracted, etc.)
- 2 4. Does not do homework
- 1 5. Does not study or prepare for quizzes

- 1 13. Has little or no interaction with adults (e.g., does not talk, make eye contact, ask questions, seek assistance, etc.)
- 1 14. Has little or no interaction with peers (e.g., does not talk, share in activities, make friendships, etc.)
- 2 15. Is not accepted by children or adolescents in neighborhood
- 1 16. Responds inappropriately to others' comments, compliments, etc.

SAMPLE
Home Version Rating Form

12 Raw Score

SUBSCALE 3

- 6 6. Fights with brothers, sisters, or friends
- 4 7. Makes inappropriate comments to brothers, sisters, or friends (e.g., argues, threatens, curses, calls names, teases, etc.)
- 1 8. Threatens adults (e.g., verbally or physically)
- 1 9. Responds inappropriately to friendly teasing, joking, name calling, or sarcastic remarks, etc.
- 2 10. Does not allow others to take their turn, participate in activities or games, etc.
- 1 11. Gets upset when bumped, touched, brushed against, etc.
- 1 12. Does not participate in family, home, or neighborhood activities (e.g., does not participate when people visit, get together for special events, etc.)

- 2 17. Does not change behavior from one situation to another (e.g., gets excited and does not calm down, does not stop one activity and begin another, etc.)
- 1 18. Leaves the house without permission
- 3 19. Blames others for his/her mistakes to avoid taking responsibility
- 2 20. Behaves more appropriately when alone or with one peer than with a group of peers
- 2 21. Is impulsive (e.g., reacts immediately to situations without thinking, is impatient, fails to wait, etc.)
- 3 22. Does not follow directions from parents or other home authority figures (e.g., refuses to do what he/she is told, goes on doing what he/she was doing, does the opposite of what he/she is told, etc.)
- 3 23. Ignores consequences of his/her behavior (e.g., knows that his/her behavior will get him/her in trouble but engages in the behavior anyway)

- 24. Lies, denies, exaggerates, distorts the truth
- 25. Gets angry when told he/she is wrong, told to do something a different way, etc.
- 26. Behaves inappropriately in the home (e.g., runs in the house, does not sit appropriately on the furniture, yells, etc.)
- 27. Does not behave appropriately in the community (e.g., runs in the shopping mall, pushes and makes noises in the line at the movies, yells in stores, etc.)
- 28. Behaves inappropriately in the presence of a baby-sitter, guest, or visitor (e.g., becomes overly excited, cannot be managed by these persons, etc.)
- 29. Does not care for personal appearance (e.g., grooming, clothing, etc.)
- 30. Steals or forcibly takes things from others
- 31. Engages in sexually-related behavior (e.g., makes sexual comments, gestures; touches self or others; exposes self, etc.)
- 32. Uses drugs
- 33. Destroys or damages possessions or property of others (e.g., deliberate destruction or vandalizes property)
- 34. Destroys things in the home (e.g., other persons' possessions, furnishings, walls, etc.)
- 35. Demonstrates inappropriate behavior while walking or riding to and from school (e.g., fighting, throwing things out of bus windows, etc.)
- 36. Cheats in games or other competitive activities
- 37. Plays hooky, skips school, etc.
- 38. Has extreme mood changes (e.g., from calm to angry, happy to sad, etc.)
- 39. Does not accept change in established routine (e.g., change in time he/she will eat, guests in the home, etc.)

- 40. Does not independently perform chores or responsibilities (e.g., has to be reminded, does not begin or complete responsibilities without assistance, etc.)
- 41. Is not motivated by rewards (e.g., cannot find a reward he/she enjoys)

53 Raw Score

SUBSCALE 4

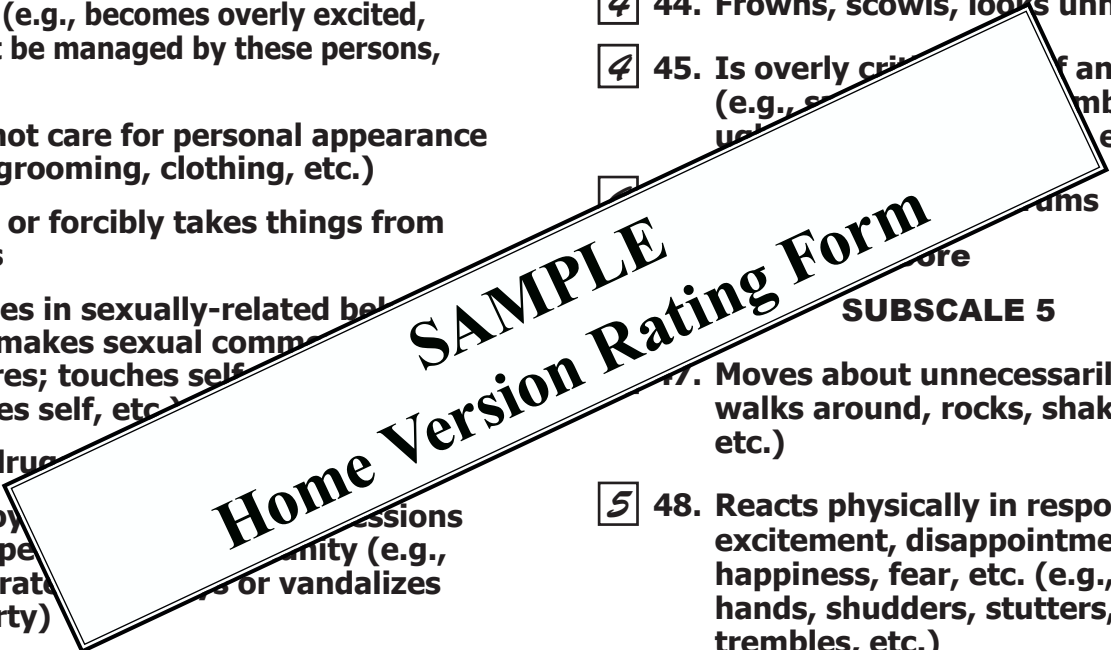
- 42. Threatens to hurt self or commit suicide
- 43. Indicates that no one likes him/her, no one cares about him/her, etc.
- 44. Frowns, scowls, looks unhappy
- 45. Is overly critical of self and abilities (e.g., says "I'm dumb, stupid, ugly," etc.)

17 Raw Score

SUBSCALE 5

- 46. Moves about unnecessarily (e.g., walks around, rocks, shakes head, etc.)
- 47. Reacts physically in response to excitement, disappointment, surprise, happiness, fear, etc. (e.g., flaps hands, shudders, stutters, stammers, trembles, etc.)
- 48. Deliberately hurts self or damages own property or clothing
- 49. Is uncomfortable with new situations (e.g., first day of school, swimming lessons, dancing, etc.)
- 50. Complains of not feeling good to keep from going to school or doing things he/she does not want to do
- 51. Is tired, listless, apathetic, unmotivated (e.g., has little or no interest in home-related activities; does not care about school, grades, graduating, consequences of behavior, etc.)

13 Raw Score



HOME VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name: Andrea Thomas Gender: F
 School: Midvale Elementary Grade: 4
 City: Midvale State: PA

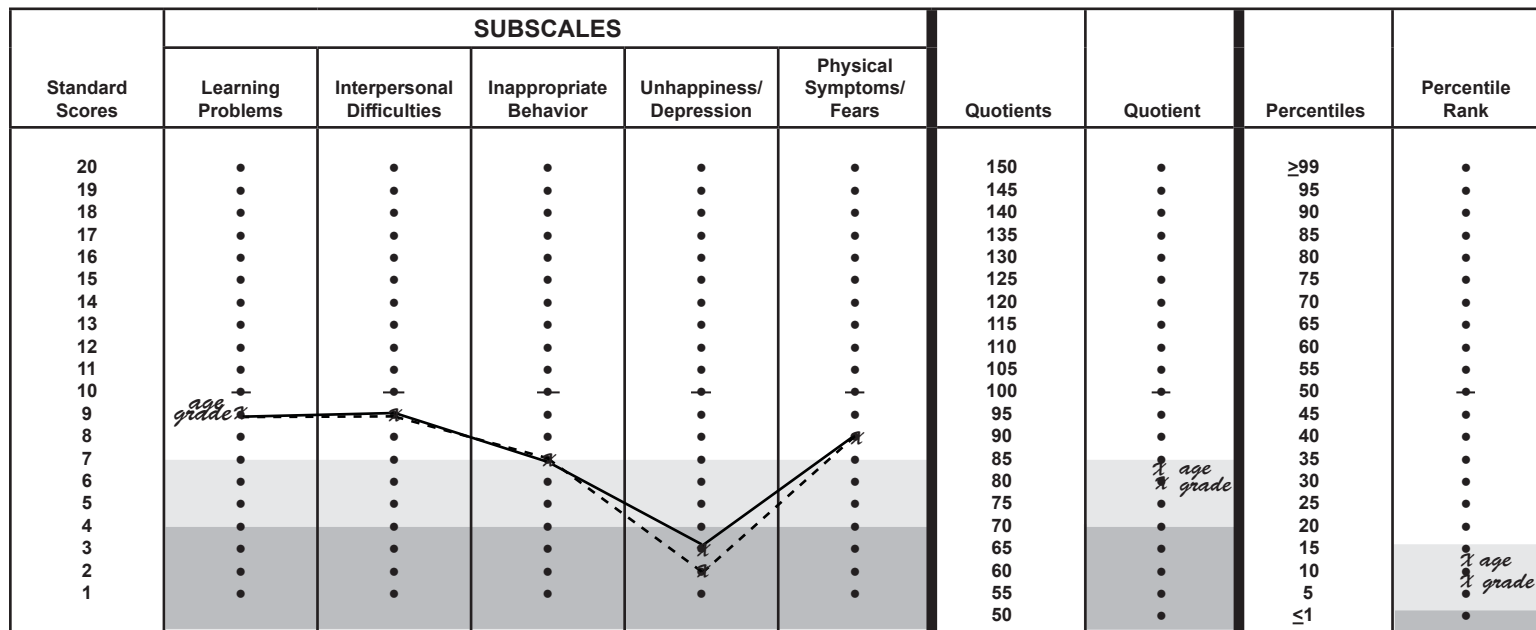
Date of rating: 2024 / 1 / 31
 (year) (month) (day)
 Date of birth: 2013 / 11 / 16
 (year) (month) (day)
 Age at rating: 10 / 2 / 15
 (years) (months) (days)

Rated by: M. Jackson

Relationship to the child: mother

SUMMARY OF SCORES					
Subscales	Raw Score	Standard Score		Standard Score SEM	
		Age APPX A	Grade APPX D	Age APPX C	Grade APPX F
1. Learning Problems	12	9	9	2.32	2.06
2. Interpersonal Difficulties	21	9	9	2.68	2.22
3. Inappropriate Behavior	53	7	7	1.58	1.58
4. Unhappiness/Depression	17	3	2	2.94	3.10
5. Physical Symptoms/Fears	13	8	8	2.74	2.50

TOTAL SCORE									
Sum of Subscale SS		Quotient		Percentile		Quotient SEM		Confidence Interval (Chapter 2)	
Age	Grade	Age (APPX B)	Grade (APPX E)	Age (APPX B)	Grade (APPX E)	Age (APPX C)	Grade (APPX F)	Age	Grade
36	35	82	80	12	9	6.70	5.78	95 %	95 %



Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

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BEHAVIOR EVALUATION SCALE: SHORT PRE-REFERRAL CHECKLIST

Date: _____

Student: _____ Birthdate: _____ Age: _____ Gender: _____ Grade: _____

School: _____ City: _____ State: _____

Observer: _____ Position: _____

Student known to observer: _____ Length of time spent with student each day: _____
(from) (to) (hours) (minutes)

TO OBSERVER: Check each behavior you have observed the student display during the last month.

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> 1. Fails classroom tests or quizzes <input type="checkbox"/> 2. Performs daily academic tasks or homework at a failing level <input type="checkbox"/> 3. Does not follow directions, written or verbal, related to academic tasks <input type="checkbox"/> 4. Has difficulty adequately using materials (e.g., paper, pencil) <input type="checkbox"/> 5. Refuses or fails to complete assignments <input type="checkbox"/> 6. Performs schoolwork in an inappropriate manner (e.g., talking, doodling) <input type="checkbox"/> 7. Demonstrates difficulty or reluctance in beginning tasks <input type="checkbox"/> 8. Verbally or physically threatens other students or teachers <input type="checkbox"/> 9. Tries to interact with other students but is not accepted by them due to his/her behavior <input type="checkbox"/> 10. Refuses to share or allow others to participate <input type="checkbox"/> 11. Physically hurts other students or teachers <input type="checkbox"/> 12. Seeks excessive physical attention from others | <ul style="list-style-type: none"> <input type="checkbox"/> 13. Responds inappropriately to constructive criticism or comments from others <input type="checkbox"/> 14. Avoids interaction with other students or teachers <input type="checkbox"/> 15. Responds inappropriately to comments or praise from other students or teachers <input type="checkbox"/> 16. Engages in inappropriate physical contact with other students or teachers <input type="checkbox"/> 17. Responds inappropriately to praise from other students or teachers <input type="checkbox"/> 18. Absent or tardy without legitimate reason <input type="checkbox"/> 19. Fails to participate verbally or physically in group situations <input type="checkbox"/> 20. Demonstrates sudden or dramatic mood changes <input type="checkbox"/> 21. Engages in inappropriate sexually related behaviors <input type="checkbox"/> 22. Demonstrates behaviors not related to immediate situations (e.g., laughs or cries without reason) <input type="checkbox"/> 23. Blames other persons or materials for own failure or difficulty |
|--|---|

The BES: Short Pre-Referral Checklist is a checklist only. All behaviors match the behaviors on the BES Short School Version Rating Form but are only checked as having been observed, not given frequency ratings.

Item #05760

BES:S Pre-Referral Checklist 1/24

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III. Goals, Objectives, and Interventions

1 Fails classroom tests or quizzes

Goals:

1. The student will improve his/her performance on classroom tests.
2. The student will improve his/her performance on classroom quizzes.

Objectives:

1. The student will perform classroom tests with _____% accuracy.
2. The student will perform classroom quizzes with _____% accuracy.
3. The student will meet a _____% level of mastery on classroom tests.
4. The student will meet a _____% level of mastery on classroom quizzes.

Interventions:

1. Establish classroom rules:

- Work on-task.
- Work quietly.
- Remain in your seat.
- Finish task.
- Meet task expectations.

Review rules often. Reinforce students for following the rules.

2. Present concepts following the (1) _____ (2) What, (3) Where, (4) When, (5) _____ Why outline.

3. Communicate _____ notes how _____ tion _____ parent _____ improv _____

4. Have _____ a performance record for e _____ which he/she is experiencing diffi _____

5. Provide the student with a set of prepared notes that summarize the material to be tested.

6. Have the student take a sample test or quiz before the actual test.

7. Have the student question anything he/she does not understand while taking tests or quizzes.

8. Deliver all directions, questions, explanations, and instructions in a clear, concise manner and at an appropriate rate for the student.

9. Reduce the emphasis on competition. Students who compete academically and fail may cease to try to succeed _____ less than they are capable of act _____

10. _____ n- _____ be _____ t)

**SAMPLE
Behavior Evaluation Scale: Short
Intervention Manual**

_____ effective _____ when giving tests or _____

11. Have the student prepare for tests using the “Who, What, Where, When, How, and Why” format.

13. Teach the student skills for studying for tests/quizzes.

14. Develop tests and quizzes for the student using the “Who, What, Where, When, How, and Why” format.

15. Reduce the emphasis on formal testing by grading the student on daily performance.

16. Teach and encourage the student to practice basic study skills (e.g., reading for the main point, note taking, summarizing, highlighting, studying in an appropriate environment, using time wisely, etc.) before taking tests or quizzes.